DOCUMENT RESUME

ED 387 961 EC 304 315

AUTHOR	Dillon, Ann Donoghue, Ed.; And Others
TITLE	Treasures: A Celebration of Inclusion.
INSTITUTION	New Hampshire State Dept. of Education, Concord. Special Education Bureau.; New Hampshire Univ., Durham. Inst. on Disability.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Aug 93
CONTRACT	H086J80011-89
NOTE	49p.; Photographs by Gary Samson. Photographs may not copy well.
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Attitudes; *Disabilities; Educational Change; *Educational Practices; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Peer Relationship; Program Effectiveness; *Social Integration; State Programs; Statewide Planning
IDENTIFIERS	*New Hampshire

ABSTRACT

This booklet presents photographs and quotations illustrating the effective inclusion of children with disabilities in New Hampshire's public schools. The booklet was created to acknowledge and celebrate families, educators, and communities who have welcomed all students into neighborhood schools and classrooms; to energize dedicated people who have advocated for and practiced full inclusion; and to inspire those who have not had the experience of working in inclusive schools to support and work toward equity and excellence. An introductory discussion notes the implementation of the 5-year Statewide Systems Change Project and describes the visit of a Canadian educator, with anecdotes of her visits to specific schools at the elementary, junior high, and high school levels and her talks with parents, principals, and students themselves. The main body of the booklet consists of a relevant quote on one page with a photograph illustrating successful inclusion on the facing page. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 387 961

TREASURES

A Celebration Of Inclusion

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

University of New Hampshire

BEST COPY AVAILABLE

TREASURES

A Celebration of Inclusion

Created and Edited by

Ann Donoghue Dillon

Carol Tashie

Mary Schuh

Cheryl Jorgensen

Susan Shapiro-Barnard

Beth Dixon

Jan Nisbet

Photographs by

Gary Samson

Instructional Services,

University of New Hampshire

Foreword by

Marsha Forest

Afterword by

Rick Betz

Institute on Disability/

University Affiliated Program

University of New Hampshire,

August, 1993

BEST COPY AVAILABLE

INTRODUCTION

With the publication of *Treasures: A Celebration of Inclusion*, the Institute on Disability, a University Affiliated Program at the University of New Hampshire, acknowledges the end of the five-year Statewide Systems Change Project[1] and the beginning of an era of inclusion in New Hampshire. The project was designed to assist communities to increase their ability to include all students – especially those with the most severe disabilities – into neighborhood schools and regular education classrooms.

[1]The Statewide Systems Change Project is a five year project funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education, (Grant #H086J80011-89) awarded to the New Hampshire Special Education Bureau for an inclusive education project with the Institute on Disability/UAP, University of New Hampshire. The contents of this book do not necessarily represent the policy or position of the U.S. Department of Education.

There were several important reasons for creating this book: first, to acknowledge and celebrate families, educators, and communities who have welcomed all students into neighborhood schools and classrooms; secondly, to energize all of the dedicated people who have so passionately advocated for and practiced full inclusion; and lastly, to inspire those who have not had the experience of working in inclusive schools to support and work toward equity and excellence.

This journey toward fully inclusive schools has been both rewarding and challenging. It has been marked with joy, hard work, commitment, humor, problem solving, and struggle. To help us chronicle the journey, Marsha Forest, Director of Education at the Centre for Integrated Education and Community in Toronto, Canada, visited schools and classrooms throughout our state. Her clear and straightforward insights have enriched the stories that have evolved during the past several years.

Gary Samson, the University of New Hampshire photographer and our colleague, captures the heart and soul of inclusion through his beautiful photographs of students in schools throughout New Hampshire. His dedication to the notion of inclusive education inspires and motivates us to continue to work for change in our state and country.

Rick Betz, a student at Nashua High School, has written an afterword to further challenge us. His words and spirit became the inspiration for the title of this book.

To tell the real story of inclusion, we go to those who can tell it best. . . the students.

TREASURES

A Celebration of Inclusion

I arrived in New Hampshire on October 4, 1992 – a simply glorious autumn day. The newspapers were proclaiming this October to be the most colorful in 30 years, and it was a breathtaking drive from Logan Airport to Concord. The weather was crisp and clear and the colors were bright red, yellow, and orange. This was the perfect setting to set the tone for the exciting week ahead.

The Institute on Disability at the University of New Hampshire invited me to spend a week meeting families and visiting schools where the philosophy of inclusive education was being practiced. Their goal was to create a book of photographs celebrating educational achievement throughout the state.

Inclusion is not just another word in New Hampshire. It is not a pie-in-the-sky desire, nor simply a well-worded mission statement. It is a vision and a dream translated into reality and action by committed parents and skillful professionals who have the values of inclusion not only in their hearts and souls but in their day-to-day practices, as well.

"WELCOME TO THE THIRD GRADE"

"Welcome to the third grade," said a colorful poster on the wall of Golden Brook Elementary School in Windham. There was a rocking chair with a funny hat perched on it in front of about 25 children sharing their writing journals with one another.

As I looked around the room I wondered, "Is this a trick? Maybe there really isn't a 'special needs' child in this room. All I see are 25 ordinary children." I kept my eyes peeled for that 'special child.' Was it the child with glasses sitting quietly on my right or the blond-haired child sprawled on his belly on my left?

I looked more closely and spotted a small cluster of children gently helping to focus one little girl's attention on the lesson. It was explained to me that Devon, the little girl I had finally found, has been fully included in this school for three years.

As I watched, I wondered why anyone would consider the whole notion of including children a big deal. This was the perfect picture right in front of my eyes. There were 25 children learning together – not 24 plus Devon, but 25. Why were some school systems in the United States still fighting this and spending literally hundreds of thousands of dollars to keep children out? Education is to bring people in. Here in New Hampshire, the doors are open to all. If this lovely school could make inclusion a reality, why not everywhere?

The simple notion of welcoming back children once left out is clear, profound, and possible. It is now up to others to show why they can't do what I was seeing at Golden Brook Elementary. It is no longer up to us as parents or educators to prove it can be done. It is being done, and schools throughout New Hampshire are the proof. "Hooray!" I thought silently as the scene unfolded.

TREASURES

Visiting Rick at Nashua High School was definitely one of the highlights of my week in New Hampshire. In fact, it remains a highlight of my entire year. Meeting Rick was one of those rare moments in time – an experience that makes you either terrified of the human potential or awed by the power that we all possess but so rarely put into use.

Rick, a high school senior, and Kelly, the inclusion facilitator, were seated at a table in a large, bright, and lively school library, filled with energetic teenagers. A great environment! Rick impressed me immediately – he is tall, blonde, and handsome, yet has a faraway look.

The following is a small part of the actual conversation I had with Rick. He used facilitated communication with Kelly as his facilitator. It is important to remember that Rick had been labeled severely mentally handicapped for all his life. He began using facilitated communication just six months before I met him.

"I understand, Rick, that before this year, you went to segregated schools," I said. "What's the difference now? Is it better?"

Rick answered: "Yes...freedom is now...friends...real life with treasures and people."

"What are treasures, Rick?" I asked him. His answer was very moving. "Believe in me," he said, "dear ones who look into my eyes and heart."

I then asked Rick what he thought were the opposite of treasures. Again, his answer was profound. "Junky people who don't care or believe." How, I asked him, can we help these "junky" people? Rick answered, "They all need time to learn to give freedom to others. They are afraid."

"Do the other students facilitate with you?" I asked Rick. "Not yet. They are afraid," he said. What can we do about that, I wondered? "Teach students to help my dears say the words with their own voice."

"Who are dears, Rick?"

His answer came quickly – "trapped ones."

Then I asked Rick if he felt he would have been ready for this experience before this year. He answered, "I've waited forever for this. Please give freedom to all. Just try. Will you help great treasures grow and trust until you leave this earth?"

I assured Rick that, to the best of my ability, I would convey our conversation and its impact on me to others, and that I would work to help others unlock their hidden treasures until I "leave this earth."

As I rewrite my notes about Rick, my feelings of joy and hope are strengthened by a sense of celebration – celebration that Rick will teach us to unlock the treasures for all the other Ricks out there, waiting for us.

I can only say "Cheers!" for my friends in New Hampshire who gave me the gift of meeting and writing about Rick. What an experience.

A FRIEND IS SOMEONE WHO LISTENS WHEN I CRY

Six enthusiastic junior high school students awaited us in a small room in Rundlet Junior High in Concord. Three years ago, I had met several of these young women when I came to observe Jocelyn after she left a segregated classroom and entered fifth grade at her neighborhood school. It was a lovely reunion as Jocelyn's mother, Marlyn, and two teachers joined us.

After an initial period of quiet, the room erupted into a barrage of chatter. I asked the girls to update me on what was happening in their lives. With Jocelyn smack in the middle of the group, they began to talk about friendships, noting that every year Jocelyn made more friends. Some of her friends, they told me, change every year, just like for all kids. But Jocelyn is part of a group of friends who "stick together every year," they said.

Sometimes, the teens explained to me, adults have trouble figuring out what Jocelyn could be doing in classes. "Why don't they just ask us, her friends?" the girls said. "We have tons of ideas!"

I asked them to continue. "We can do everything with Jocelyn," they told me. "We can introduce her to more people, we can help her spend more time with other students, we can include her more. We can take notes and help calm her when she gets upset. But we wish people would ask us to do these things more often."

There was silence for a while, broken by my question. "Tell me more about what you like about Jocelyn," I asked them.

One by one, the girls told me. "She's the best listener," one teenager said. "You can tell her all your secrets, and she doesn't laugh. She doesn't judge us or others. One day I was crying and Jocelyn started to rub my back. She really listened to me."

Another girl said, "I think Jocelyn is a very intelligent person. She communicates better than some of us do. She doesn't put anyone down or judge us. She's part of our life and we love her."

"Oh, by the way," another teen said, "Jocelyn is madly in love with two boys." Jocelyn and her friends now really "lose it" and a fit of teenage giggles erupt.

"What I would like to do," said another of Jocelyn's friends, "is go around the whole school and introduce Jocelyn as our friend. Tell everyone that if they have any questions, ask us. We'd say, 'This is Jocelyn. She is a human. She can feel. She is our friend.' "

What more is there to say? Thank you to Jocelyn and her friends at Rundlet Junior High – a very *ordinary* and simply *extraordinary* group of young citizens of New Hampshire. Surely their words are great food for thought.

MR. T. AND MRS. D- CHANGE REALLY IS POSSIBLE

Beth Dixon is definitely one of my favorite people in New Hampshire. She is a person I want on my side, for despite her quiet and gentle manner, she is a tiger. Her youngest son, Andrew, was not going to his neighborhood school and she wanted to know why. All of Beth's other kids went to Conant Elementary School, and Andrew must, too. Period. There was nothing else that would do. That was that.

The principal of the Dixon's neighborhood school, E.P. Tousignant (known to all as "Mr. T.") was as equally quiet and strong as Beth; another tiger. However, he believed that Andrew had no place in a regular school.

I met Mr. Tousignant in his small and cozy office, as the sun brightly shone outside on a glorious day. "What happened here?" I asked him, in regard to Andrew Dixon. "I'm 59 years old," Mr. T. began in explanation. "In my time, kids who were different – handicapped – were all isolated. They went to the 'dumb school.' That's just the way it was. Then along comes this mother, this Beth Dixon, who kept pushing and pushing me to let her son Andrew into the regular stream of my school. I kept saying no and she kept pushing." Mr. T. took a breath, then continued. "I felt Andrew didn't belong at Conant. I felt there was nothing we could do for him here. And if you think Beth is stubborn, you should meet her husband, Will. Between the two of them, I finally was forced to say yes. But I still didn't think it would do anybody any good."

Mr. T. explained how Andrew transferred into Conant despite all the principal's initial protestations. Then, Mr. T. told me, his attitude changed. "I saw things happen," he said. "I saw Andrew, I saw this kid actually stand in line with the other children. I saw him walking and playing with the other children. I would sit here and watch, and I said to myself, all kids can grow. All kids can learn."

The principal became fully convinced but was still somewhat amazed, he said. "I would have bet a whole year's salary that this wouldn't work. But when I saw the children together on the playground in my own school, when I saw the children leading the way, I changed my mind. I was wrong. Andrew, Beth, and I are all doing real well. And so are all the other students who have come back to our school."

Before Andrew Dixon, "this inclusion stuff turned me off," Mr. T. said. "I wouldn't have done anything on my own. I was scared of those kids. I grew up with the notion that isolating them was good. I hated change. Now I say to others in my position, try it, really try it. Go see this in action."

I asked Mr. T. how he'd like to end our conversation – the last words for anyone reading his interview in this book. He said to tell you, "We did it, and I'm really glad we did."

GOING FROM 'IN' TO 'WITH'

Going from *in* to *with* will be the challenge for the next decade. This theme emerges in all of my travels in all parts of the world. Going from *in* to *with* is hard work. Going from *in* the community to being a real contributing part *of* the community is our next big challenge – one that New Hampshire is already dealing with.

Beth and Will Dixon are leading the way from *in* to *with*. They simply want their son, Andrew, to be *with* his community, just like all their kids. They won't settle for just being *in* the door. They will not settle for anything less than *with*.

Listen to the voices of the children – they understand the *with* of inclusion.

During my week in New Hampshire, I visited Andrew Dixon's classroom. I asked him if he would allow me to interview his classmates about him. He gave me a giant "Yes!" Andrew, of course, was present during all the interviews.

I said to the class, "I understand that Andrew was once not in this school, but in a special program. What do you think about his being here with all of you now?"

Here is what the children said:

"He needs to be with other kids his age." "He really likes being here because we all do stuff together." "Just because he can't do everything the same as we do, why shouldn't he be here?" "We're just the same as he is. He just can't do a few things we usually do. So what?"

Then I asked the students, "If someone came in here and said Andrew had to go back to a special class, what would you do or say?"

And here are some of the children's replies:

"We don't want him to be anywhere else!" "He likes it here! We like him here!" "We'd say 'go away, we don't agree with you'." "It would be really unfair!" "We'd buy a lock and bar the door if you tried to take him away!"

EAGLES FLYING HIGH

One more visit really made me feel that I was in the middle of a good dream. Off I went to another classroom in Mr. T.'s school, this time to meet Ian. Let me explain that I am a former teacher of students who are deaf, and I have

stayed out of the controversy in the field of deafness for a long time. I fully support the deaf community's desire for the use of sign language, but I also respect that they would work out their own issues.

Ian taught me a great deal that day. He is an absolutely enchanting and handsome young man in fourth grade who is truly integrated into his class. Ian has a full-time interpreter and was smack *in* and *with* his class.

What is interesting about Ian is that the move for inclusion did not come from his parents, but from Ian himself. Prior to moving back to his neighborhood school, Ian had been in a school-within-a-school for students with hearing impairments. He attended one integrated class. *He* made the decision to move back to his local school.

The first question I asked Ian was why he made that decision. He signed, and his interpreter spoke. "I wanted to be with my friends," Ian said. "The idea came from me. I really like the kids at my other school, but I had to go far on the bus every day and I didn't like that. My home was not there. Here, I am at home."

Ian continued, "I am proud to be here with my friends. I go to Cub Scouts and dances and stuff with my friends who live near my house. At the other school, I only knew kids during the week. I knew no one on weekends."

Before leaving Ian's class, the class asked the teacher if they could sign and sing a new song they had learned – a song about eagles flying high. The song was extremely moving, and I felt I was in the possible positive future – a future where all kids in the neighborhood were together, learning whatever they needed. Sign language was just another language. Everybody was a winner here! It was a struggle well worth the effort and it wouldn't have happened unless some citizens of New Hampshire wanted their sons and daughters to have full lives in their neighborhoods and communities.

AN EVENING WITH FAMILIES

Although the days were full, my trip would not have been complete without an evening visit with families who were the pioneers leading the way. I filled them in on what I had seen and they filled me in on the continuous struggles for their children and the children in the state who are still excluded. It's an ongoing story. Over delicious apple crisp, we talked and talked.

In the year 2000, I told them, when we meet to look at the inclusion of all children in regular education, we will see one group emerge as the real heroes of the movement for inclusion. These heroes are called parents. They come in all shapes, sizes, colors, and combinations. If it weren't for the love that all these folks have for their children, there would be no inclusion.

Parents of children with disabilities have been doing for years what we in the schools are just beginning to do. No child comes with packaged instructions, kits, or manuals. Parents do not take data or look up the research. They cope, they cry, they laugh – and they love this person who is part of their family. Do they get frustrated, angry, tired, and confused? Of course.

My conversations with families are the same all over the globe. I could have been in Canada or New Zealand that evening, except for one major difference – in New Hampshire, things are happening faster and better than in other places.

The struggle is for true acceptance in the community – not token belonging, but real belonging. Parents still feel the pain of watching their child be isolated and have no friends even though she may be in the door. Parents still fear that budget cuts or administrative changes will end the supports that currently exist. But these parents also experience the joy that inclusive education brings into the lives of their children and those experiences strengthen their commitment and their efforts.

It shouldn't be this hard for people, I kept thinking. As the evening drew to a close, we all agreed that New Hampshire had made a good start, but that we still have a long way to go. We celebrated their victories and said good night knowing that it would be years until the real ABC's took root – Acceptance, Belonging, and Community.

I finally dragged myself back to my hotel room that night, physically and emotionally drained. I was a mix of happy, sad, glad, and mad. Overall, I was delighted with what I saw – I had glimpsed the future – a hint at what is possible.

ENDINGS ARE BEGINNINGS

I was in New Hampshire for a week. I didn't see everything, but I got a flavor for the people in progress and in action. The overall vision of where the schools and communities are going is clear – inclusion is on the agenda everywhere. Some places are far ahead and some lag behind, but at least everyone is talking about inclusion.

The largest single problem I noted was the use of adults to "shadow" or stick by children inappropriately. This is indeed a good problem and it can be easily fixed. Surely teachers could use extra hands to assist many children in class who need additional support. We don't want to get rid of these adults; we want them to become resources for the teacher and the entire class.

We also need to ask and encourage the students to get involved in the day-to-day problem solving around challenging situations. They are the gems out there, just waiting for us to ask for their involvement.

I have learned the most these past years from listening to the voices of parents and their children. The answers are there for all who can see and hear – not necessarily with eyes and ears but with hearts and souls. We need to facilitate the natural, stand back, cry at the silly things we did in the past, forgive ourselves, and move on.

We need to adapt and modify the curriculum. But we must also adapt and modify our thinking and behavior. We need to ask the children to help us figure out how to support children who present challenges. We need to sit down across the generations and share our thoughts and ideas with children. We need to seek their opinions and partner with them to create something new for the future. It is a wonderful adventure and, when done correctly, it works. We need to lead with our hearts.

As I sat that night watching the dark come over the golden leaves outside my window, I was thankful that New Hampshire was proving what many of us had been advocating for decades – that all children can be welcomed to ordinary schools in ordinary communities. I went to sleep thinking how thrilled I felt that the dream of inclusion was truly a reality in many places in this beautiful state. This is truly an occasion that deserves celebration.

TOGETHER, WE CAN SKATE ON THE ICE

How to end my reflections on the week in New Hampshire? I sum up my thoughts while re-reading my notes on a conversation with one of Jocelyn's junior high friends. She said:

"I think Jocelyn has the right to be with us, to do everything we do, even go ice skating with us. But some adults are worried she'll get hurt, so they don't let her go. Don't you think she has the right to be with us on the ice?"

That is the question. In New Hampshire I learned once again that listening and working together with teams of educators, parents, and students is indeed the way to face our challenges. Together, we can truly solve any problem that confronts us. Together, we can skate on the ice.

Marsha Forest
Director of Education
Centre for Integrated Education and Community
Toronto, Canada
1992

WE ARE A THUNDERSTORM

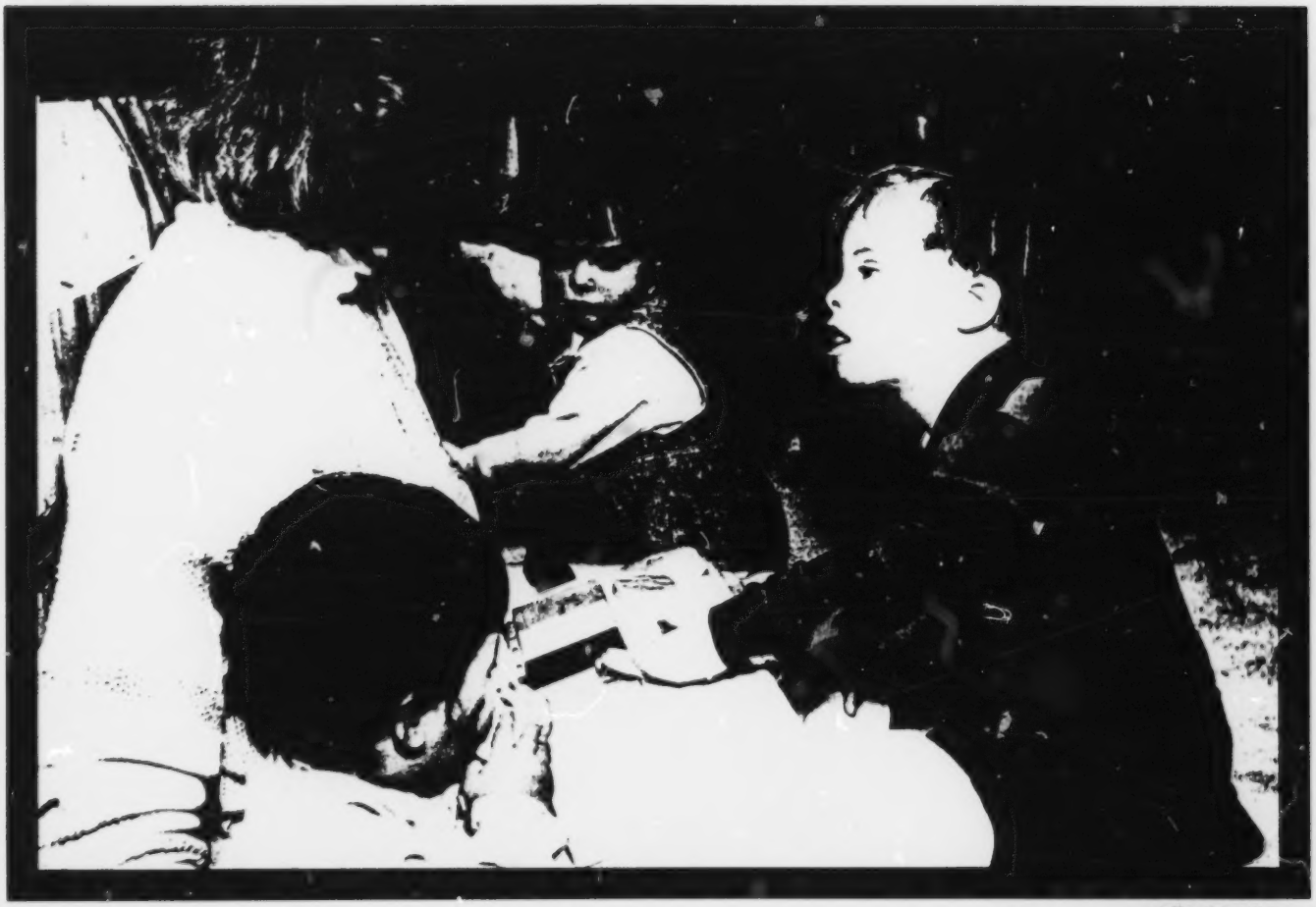
Individually,
we are single drops of rain,
falling silently into the dust,
offering scant promise
of moisture to the thirsty land.
But, together,
we can nourish the Earth
and revive its hopes and dreams.
Together,
we are a thunderstorm.

Amity Gaige, 1990

From the published book *WE ARE A THUNDERSTORM*
Written and Photographed by Amity Gaige
Copyright 1990 Amity Gaige.
Reprinted by special permission of
Landmark Editions Inc., Kansas City, Missouri

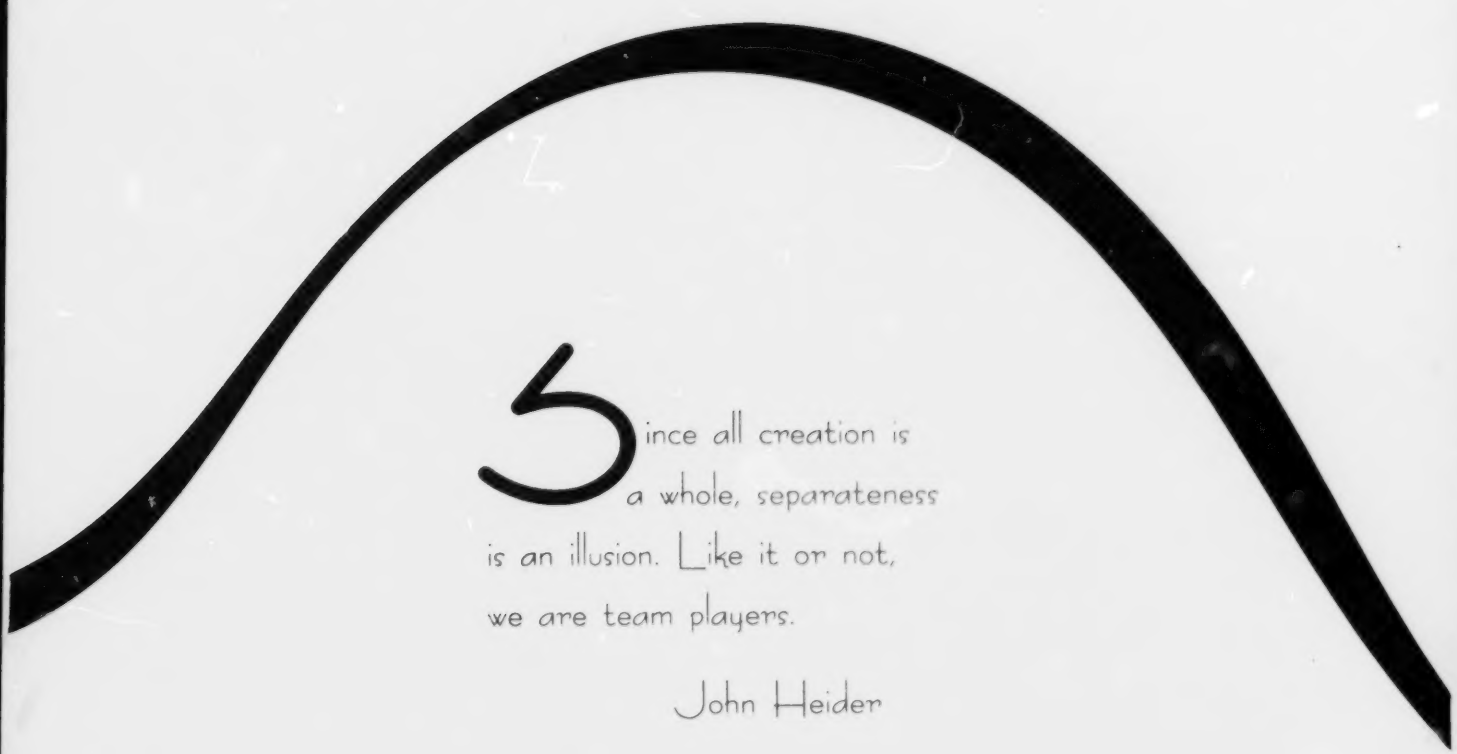
One thing the country does not understand is that we don't have a child to waste. We will not be a strong country unless we invest in every one of our children... All children are essential to America's future.

Marian Wright Edelman



It is only with the heart that one can see rightly. What is essential is invisible to the eye.

Antoine de Saint-Exupéry

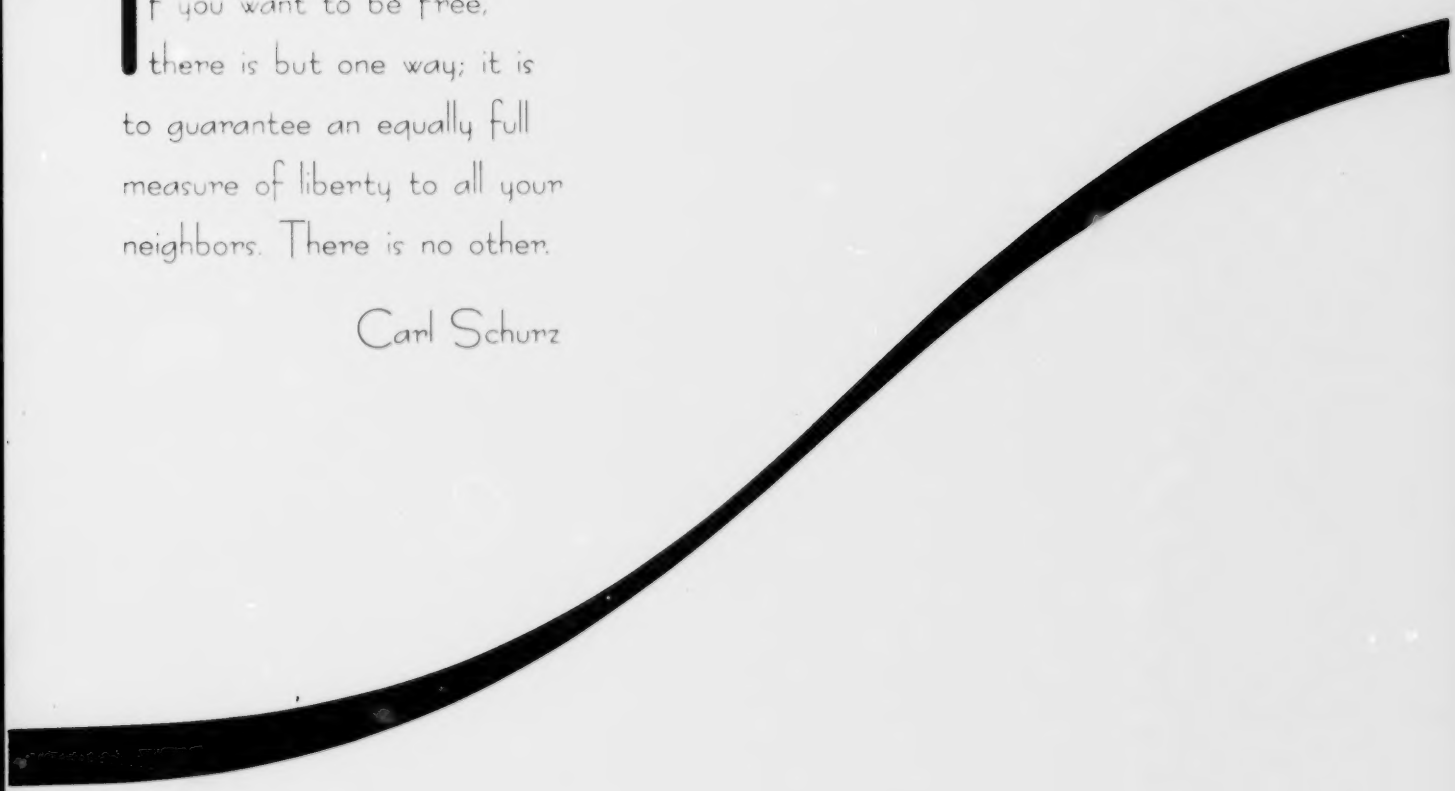


Since all creation is
a whole, separateness
is an illusion. Like it or not,
we are team players.

John Heider

If you want to be free, there is but one way; it is to guarantee an equally full measure of liberty to all your neighbors. There is no other.

Carl Schurz



To see what is right, and not to do it, is want of courage, or of principle.

Confucius

If we are to achieve a richer culture... we must weave one in which each diverse human gift will find a fitting place.

Margaret Meade

To accomplish great things, we must dream as well as act.

Anatole France

I have learned the importance of family and how to love wholly. Andrew has taught me that it is normal to be different, and it's those differences that make us great. He has taught me that no one is perfect, but everyone is okay.

Sarah Dixon

I find the great thing in this world is not so much where we stand, as in what direction we are moving. To reach the port of heaven, we must sail sometimes with the wind and sometimes against it - but we must sail, not drift nor lie at anchor.

Oliver Wendall Holmes

Change not the mass
but change the fabric
of your own soul and your own
vision, and you change all.

Vachel Lindsay

Use what talents you possess: the woods would be very silent if no birds sang there except those that sang best.

Henry Van Dyke

All are needed by each one; Nothing is fair or good alone.

Ralph Waldo Emerson

I have found the best way to give advice to your children is to find out what they want and then advise them to do it.

Harry S Truman

Only he who can see the
invisible can do the impossible.

F. Gaines

Treasures are people who look into my eyes and see my heart.

Rick Betz

AFTERWORD

Inclusion is what it is all about. Teaching *all* treasures is thinking in the right direction. It really hurts me when people don't teach us the important things in life, like the vulnerability of each of us and how there is just one chance to give friendship a try.

Freedom is the key to unlock the door to the future. Heed my call, hear the great cries of the many oppressed people. This is the message for all the world to hear. Dear ones must trust and believe in our words that have long been silent. Labels must be discontinued. People are all one people underneath the same sky. Understanding and celebration of our uniqueness is now at hand. Friends are very important to me. They are the future treasures that, with proper guidance, will grow. Hope and creativity, freedom and belief are so crucial.

People used to see me as a nobody, but now I have a big voice and I am special. Believe me, kids have lots to say but teachers must believe in them. Fight! Stand up! Believe your child can have a big voice, too. Never give up. Before facilitated communication, I was locked up. Now people see me as a real human. Facilitated communication has opened up the world's eyes to me. Please believe I was locked away in the most frightening house ever imagined. Now, I am free. If treasures had not believed in me, I would be no better off than the slaves and the people who jailed them.

Friendships happen only when kids get to be together. Getting teachers to believe this is the most trying part of all. We're on the jutting tip of the iceberg. Together, we can meet the challenge to support young people having *real* lives.

Rick Betz
Nashua High School

45

THE NAMES BEHIND THE FACES

As they appear from left to right:

Page 15 Lian Todd, Judy Belanger, Erin Zoellick, Peter Zoellick
Nottingham

Page 16 Jaime Dubuque, Ryan Whedon
Mt. Lebanon School, Lebanon

Page 19 Mark Landry, Steve Brown, Amro Diab, Bryce Read
Souhegan High School, Amherst

Page 20 Emily Willis, Bradford Chabot, Stephen Salis, Elizabeth Brooks
Charlotte Avenue School, Nashua

Page 23 Sadie Toomey, Ryan Toomey, Miranda Bussiere, Andrea Smolen
Warren Elementary School, Warren

Page 24 Jeffrey Bogrett, Emily Palen
Lamprey River Elementary School, Raymond

Page 27 Marika Steir, Michael Owen
Live and Learn Preschool, Kingston

Page 28 Kristy Daniels, Andrew Dixon, Corry Mabry, Philip Selesnick
Conant Elementary School, Concord

Page 31 Madelaine Stoker, Michael Siragusa
Circle of Friends Preschool and Day Care, Derry

Page 32 Ian Sanborn
Conant Elementary School, Concord

Page 35 Stephen Thagard, Chris Royer
Weeblo Meeting, Cub Scout Pack 164, Portsmouth

Page 36 Haley Briggs, Cory Pierson, Heidi Holt
Bow Memorial Middle School, Bow

Page 39 Martha Dennerly, Jocelyn Curtin, Erin McManus
Dining out in Concord

Page 40 Victoria Trembley, Melissa Lipkin, Brandon Worster, Tanya Youngman
Souhegan High School, Amherst

Page 43 Noah Wallace, Brianna Dillon, Patti Rollins
Swasey School, Brentwood

46

ACKNOWLEDGEMENTS

There are so many people who have contributed to the creation of this book. We would like to thank people from the following schools for their co-operation, patience and assistance: Conant Elementary School, Rundlet Junior High School, Swasey Elementary School, Mt. Lebanon Elementary School, Circle of Friends Day Care and Preschool, Lamprey River Elementary School, Judy Belanger (family day care provider), Charlotte Avenue Elementary School, Warren Elementary School, Souhegan High School, Bow Memorial Middle School, Nashua High School, and Live and Learn Preschool.

In addition, we also wish to thank the students, families, and schools who allowed us to take photographs that we were not able to use in this book. There are so many stories and so few pages.

We are especially grateful to Jean Clarke for her efforts, energy, and perseverance in organizing the photo sessions; Samantha Goodall and Kristine McCrady for their generous assistance; Ellen T. Frisina for her professional creativity in making the words as beautiful as the photographs; and our graphic designer, Linda Harmon, for her skill and talent in taking the book from concept to reality.

We'd also like to thank Robert Kennedy, State Director of Special Education, New Hampshire Department of Education. He and others from the Department have believed in us from the start and we are thankful for their continued support and guidance. Our thanks to Don Shumway, Director of the Division of Mental Health and Developmental Services, as well as our other colleagues at the Division and the Developmental Disabilities Council. They have been strong proponents of inclusion and vigorously support people with disabilities to lead rich lives in their communities.

Of course, our deepest appreciation is for the students, their families, and teachers who allowed us into their lives. Without their visions and dreams, this book would never have been possible.

We thank and celebrate *all* of the Treasures in New Hampshire.

47

It is good to have an end to journey towards; but it is the journey that matters, in the end.

Ursula K. LeGuin

48

Office for Training and Educational Innovations
The Institute on Disability/University Affiliated Program
University of New Hampshire
The Concord Center – Box 14
10 Ferry Street
Concord, New Hampshire 03301
603-228-2084

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").